



# **Grade 10**

## **Sample Released Questions**

### **with Annotated Student Responses**

## **2004**

This document represents the second phase of released sample questions from the Kentucky Core Content Test. While the first phase provided released questions, background, and general scoring information about the questions, this second phase includes more specific information to assist teachers in scoring student responses for the open-response questions and on-demand writing tasks.

Each open-response question, the Academic Expectation(s) and Code(s) from the Core Content for Assessment that it addresses, as well as the scoring guide describing expectations for performance at each score point, are followed by actual student responses at the “4,” “3,” “2,” and “1” score points. Each student paper is accompanied by commentary explaining the rationale for the score given. Finally, ideas are presented for designing classroom activities that relate to the Core Content for Assessment.

### **Table of Contents**

Kentucky General Scoring Guide.....	2
Reading .....	3
<i>The Tragedy of Julius Caesar</i> .....	4
<i>The Burning City</i> .....	13
<i>An Aspirin a Day?</i> .....	23
Practical Living/Vocational Studies.....	32
<i>Risk Behaviors</i> .....	33
<i>Correcting Poor Batting Techniques</i> .....	42
<i>Sources of Information</i> .....	50
<i>Carol's Promotion</i> .....	58
Acknowledgments .....	68

# KENTUCKY GENERAL SCORING GUIDE

<b>SCORE POINT 4</b>	<ul style="list-style-type: none"> <li>• You complete all important components of the question and communicate ideas clearly.</li> <li>• You demonstrate in-depth understanding of the relevant concepts and/or processes.</li> <li>• Where appropriate, you choose more efficient and/or sophisticated processes.</li> <li>• Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies).</li> </ul>
<b>SCORE POINT 3</b>	<ul style="list-style-type: none"> <li>• You complete most important components of the question and communicate clearly.</li> <li>• You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details.</li> </ul>
<b>SCORE POINT 2</b>	<ul style="list-style-type: none"> <li>• You complete some important components of the question and communicate those components clearly.</li> <li>• You demonstrate that there are gaps in your conceptual understanding.</li> </ul>
<b>SCORE POINT 1</b>	<ul style="list-style-type: none"> <li>• You show minimal understanding of the question.</li> <li>• You address only a small portion of the question.</li> </ul>
<b>SCORE POINT 0</b>	<ul style="list-style-type: none"> <li>• Your answer is totally incorrect or irrelevant.</li> </ul>
<b>BLANK</b>	<ul style="list-style-type: none"> <li>• You did not give any answer at all.</li> </ul>



## **Grade 10**

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## **Reading**

# READING

## The Tragedy of Julius Caesar Act III, Scene ii

**ANTONY.** Friends, Romans, countrymen, lend me your ears;  
I come to bury Caesar, not to praise him.  
The evil that men do lives after them,  
The good is oft interrèd<sup>1</sup> with their bones;  
So let it be with Caesar. The noble Brutus  
Hath told you Caesar was ambitious.  
If it were so, it was a grievous fault,  
And grievously hath Caesar answered<sup>2</sup> it.  
Here, under leave of Brutus and the rest  
(For Brutus is an honorable man,  
So are they all, all honorable men),  
Come I to speak in Caesar's funeral.  
He was my friend, faithful and just to me;  
But Brutus says he was ambitious,  
And Brutus is an honorable man.  
He hath brought many captives home to Rome,  
Whose ransoms did the general coffers fill;  
Did this in Caesar seem ambitious?  
When that the poor have cried, Caesar hath wept;  
Ambition should be made of sterner stuff.  
Yet Brutus says he was ambitious;  
And Brutus is an honorable man.  
You all did see that on the Lupercal<sup>3</sup>  
I thrice presented him a kingly crown,  
Which he did thrice refuse. Was this ambition?  
Yet Brutus says he was ambitious;  
And sure he is an honorable man.  
I speak not to disprove what Brutus spoke,  
But here I am to speak what I do know.  
You all did love him once, not without cause;  
What cause withholds you then to mourn for him?  
O judgment, thou art fled to brutish beasts,  
And men have lost their reason! Bear with me;  
My heart is in the coffin there with Caesar,  
And I must pause till it come back to me.

**FIRST PLEBEIAN.** Methinks there is much reason in his sayings.

**SECOND PLEBEIAN.** If thou consider rightly of the matter, Caesar has had great wrong.

**THIRD PLEBEIAN.** Has he, masters?  
I fear there will a worse come in his place.

**FOURTH PLEBEIAN.** Marked ye his words? He would not take the crown,  
Therefore 'tis certain he was not ambitious.

**FIRST PLEBEIAN.** If it be found so, some will dear abide it.<sup>4</sup>

**SECOND PLEBEIAN.** Poor soul, his eyes are red as fire with weeping.

**THIRD PLEBEIAN.** There's not a nobler man in Rome than Antony.

**FOURTH PLEBEIAN.** Now mark him, he begins again to speak.

**ANTONY.** But yesterday the word of Caesar might  
Have stood against the world; now lies he there,  
And none so poor to<sup>5</sup> do him reverence.  
O masters! If I were disposed to stir  
Your hearts and minds to mutiny and rage,  
I should do Brutus wrong and Cassius wrong,  
Who, you all know, are honorable men.  
I will not do them wrong; I rather choose  
To wrong the dead, to wrong myself and you,  
Than I will wrong such honorable men.

<sup>1</sup> **interrèd:** buried

<sup>2</sup> **answered:** paid the penalty for

<sup>3</sup> **Lupercal:** an ancient Roman festival celebrated on Feb. 15

<sup>4</sup> **dear abide it:** pay dearly for it

<sup>5</sup> **to:** as to

Marc Antony uses evidence to convince the crowd that Caesar was not ambitious.

- a. Identify **three** examples of the evidence that Marc Antony uses to support his claim that Caesar was not ambitious.
- b. Explain why these examples are effective support for his claim.

**Academic Expectation:** 1.2 “Students make sense of the variety of materials they read.”

**Core Content Code:** 3.0.13 “Identify a variety of persuasive and propaganda techniques and explain how each is used.”

**Core Content Code:** 3.0.14 “Analyze and evaluate the use of persuasion within a passage.”

## *The Tragedy of Julius Caesar*

### Scoring Guide

SCORE	DESCRIPTION
4	Student identifies three examples of the evidence that Marc Antony uses to support his claim that Caesar was not ambitious. Student clearly explains why these examples are effective support for Antony's claim.
3	Student identifies two or three examples of the evidence that Marc Antony uses to support his claim that Caesar was not ambitious. Student generally explains why these examples are effective support for Antony's claim.
2	Student identifies three examples of the evidence that Marc Antony uses to support his claim that Caesar was not ambitious, but gives no explanation of why these examples are effective support for Antony's claim. <b>OR</b> Student identifies one or two examples of the evidence that Marc Antony uses to support his claim that Caesar was not ambitious. Student provides a limited explanation of why the example(s) are effective support for Antony's claim.
1	Student demonstrates minimal understanding (e.g., student identifies one or two examples of the evidence that Marc Antony uses to support his claim that Caesar was not ambitious, but gives no explanation of why these examples are effective support for Antony's claim).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

#### **Examples of evidence that Marc Antony uses:**

- He brought many captives to Rome, whose ransoms filled the general coffers (i.e., Caesar did not keep the money for himself).
- He wept with the poor.
- He refused the crown three times.
- The people all loved him once.

#### **Examples are effective because they are:**

- Personal
- Relevant
- Respectful
- Loyal
- Emotional
- Logical

## Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

### Student Response

Marc Antony reminds the crowd of how Caesar brought many captives to Rome, and with the ransoms he received for them, he funded the public's activities. He also says that when “the poor have cried, Caesar hath wept.” Would someone who was solely ambitious weep for Rome's poor? To finalize the fact that he thinks Caesar wasn't ambitious, Antony talks of how he presented the crown to Caesar three times at the Lupercal festival, and how Caesar turned it down. The main idea of Antony's speech was to convince the crowd that Caesar was not ambitious, but a great leader. Caesar wouldn't have cared about Rome and its people the way he did if he only wanted to become king. He **could've** used the ransom money for himself, but instead he gave it to the people. He wouldn't have felt sorrow, or much less been paying attention to the poor Romans if he was blinded by ambition. The biggest thing that supported Antony's claim was how Caesar refused the crown. He had no intention of becoming king any time soon.

Student identifies three examples of the evidence Marc Antony uses to support his claim (i.e., he brought many captives to Rome and used the ransom for the people, he cried for the poor, he turned down the crown three times).

Student clearly explains why the examples are effective support for Antony's claim (i.e., they showed that Caesar was a great leader who cared about the people more than he wanted to become king).

Overall, the student demonstrates a strong ability to analyze and evaluate the use of persuasion in a passage. The student identifies three examples of evidence that Marc Antony uses to support his claim that Caesar was not ambitious and clearly explains why the evidence was persuasive. The student supports assertions with appropriate and sufficient details from the text.

## Annotated 3-Point Student Response

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### Student Response

A One example of the evidence that Marc Antony uses to support that Caesar was not ambitious is where he talks about how Caesar was faithful and just to him. Another example is where he states that Caesar has brought many captives home to Rome. And a third is where he presented Caesar a crown three times and all 3 times Caesar refused it.

B the first example proves that Caesar was not an ambitious man because he was faithful to Antony. Antony did not have to speak of this if it weren't true because Caesar was dead. The second example shows that Caesar was faithful to his country. He had brought many captives back to Rome. The third example shows that Caesar was not boastful, nor proud. He could have accepted the crown and it would be the end, but yet he refused it.

Student identifies three examples of the evidence Marc Antony uses to support his claim (i.e., he was faithful and just to Antony, he brought captives to Rome, he did not take the crown).

Student generally explains why the examples are effective support for Antony's claim (i.e., Antony did not have to speak of Caesar's faithfulness if it weren't true, bringing captives back showed he was faithful to his country, he could have accepted the crown, but he refused it).

Overall, the student demonstrates an ability to analyze and evaluate the use of persuasion in a passage. The student identifies three examples of evidence that Marc Antony uses to support his claim that Caesar was not ambitious and gives brief, general reasons for why these statements were effective.



## Annotated 2-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*

### Student Response

(A) First - "He hath brought many captives home to Rome, whose ransoms did the general coffers fill; Did this in Caesar seem ambitious." Second - "When that the poor have cried, Caesar hath wept; Ambition should be made of sterner stuff. Yet Brutus says he was ambitious." Third - "I thrice presented him a kingly crown, which he did thrice refuse. Was this ambition? Yet Brutus says he was ambitious;"

(B) The Plebeians began to questions about how ambitious was Caesar, and how honorable a man was Brutus. The Plebeians wanted to hear more of what Marc Antony had to say about Caesar and Brutus.

Student identifies three examples of the evidence Marc Antony uses to support his claim (i.e., he brought home captives whose ransoms filled the general coffers, he cried with the poor, he turned down the crown).

Student does not explain why the examples are effective support.

Overall, the student demonstrates a limited ability to analyze and evaluate the use of persuasion in a passage. The student identifies three examples of evidence that Marc Antony uses to support his claim that Caesar was not ambitious but does not explain why they are effective. Instead, the student briefly discusses the outcome of the speech (i.e., it made the Plebeians question what Brutus had said about Caesar), which, while correct, was not required by the prompt and therefore does not count toward the student's score.

## Annotated 1-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*

### Student Response

The 3 examples Mark uses to support his claim is. Saying how good of a man Julius Caesar is. Then he tells about the captives Caesar brought home to Rome. Then he just keeps saying how good of a man he is. They help his claim that Brutus is a good man which he is explaining the whole time

Student identifies one example of the evidence Marc Antony uses to support his claim (i.e., the captives Caesar brought home to Rome) with no explanation of why the example is effective.

Overall, the student demonstrates minimal ability to analyze and evaluate the use of persuasion in a passage and little understanding of Antony's speech. The student appears to be confused by Antony's ironic praise for Brutus.

## Instructional Strategies

The open-response question for *The Tragedy of Julius Caesar* was designed to assess students' ability to analyze and evaluate the use of persuasion in a passage. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- List all the evidence Antony uses in this speech and connect each piece of evidence to a specific persuasive or propaganda technique.
- Examine the speech that precedes Antony's, delivered by Brutus at the beginning of Act III, Scene ii, and list all the evidence Brutus uses to support his stance. Then connect each piece of evidence to a specific persuasive or propaganda technique.
- Find other speeches in this play that use evidence to support an argument and state what persuasive technique is being used.
- Create a speech by Brutus in which he uses specific persuasive techniques that respond to the arguments of Antony.
- Create a speech by one of the Plebeians in which s/he uses specific persuasive techniques that respond to the arguments of Antony.
- List the persuasive techniques used in this scene and find an example of each from advertisements you find on television or in print.
- Make a videotape of a speech by a modern politician and explain which pieces of evidence are similar to those used by Antony and/or Brutus. Identify the persuasive techniques used in the speech.

- Write a speech in which you use evidence to support the character of a friend or of a famous person. Then identify what kind of persuasive technique is exemplified by each piece of evidence.
- Write a letter of recommendation for yourself in which you use evidence to support your character and accomplishments. Identify the type of persuasive technique each piece of evidence exemplifies.
- Go to a political website on the Internet and examine the types of evidence used to support the position of that party or politician. Identify the persuasive techniques you find on the web site.
- Examine speeches by contemporary politicians and identify the type of persuasive techniques that you find, giving examples of each.
- Examine famous speeches, such as John F. Kennedy's inaugural address and Martin Luther King Jr.'s "I have a dream" speech, and identify the type of persuasive techniques that you find, giving examples of each.
- List the basic persuasive and propaganda techniques and create an original example of each.
- Keep a log of television advertisements, identifying the persuasive techniques you find, and create a chart to show the frequency with which each technique is used.
- Invite a person involved in the business of advertising to class, or interview such a person. Ask her/him to discuss the most effective persuasive and propaganda techniques and to give examples from the media.

# The Burning City

## Hjalmar Söderberg

### Translated by Charles Wharton Stork

Through the two windows with their bright lattice-figured curtains the level sunlight of the winter morning falls in two slanting oblong quadrilaterals on the soft green carpet, and in the warm sunny spaces a little boy skips and dances. He knows but little of the world as yet. He knows he is little and is going to be big, but he does not know either that he has been born or that he will die. He knows he is four and will soon be five, but he does not know what is meant by “a year”; he still measures time only into yesterday, today, and tomorrow.

“Papa,” he suddenly exclaims to his father, who has just finished breakfast and lighted his first cigar of the day—he being a person to measure time with cigars—“Papa, I dreamed so many things last night! I dreamed about the whole room! I dreamed about the chairs and the green carpet and the mirror and the clock and the stove and the shutters and the cupboards.”

With that he skips forward to the stove, where the fire flames and crackles, and turns a somersault. He considers the stove and the place in front of it as the most important and dignified things in the room.

His father nods and laughs at him over the corner of his paper, and the boy laughs back, laughs away uncontrollably. He is at the age when laughter is still only an

utterance of joy, not of appreciation for the ridiculous. When he stood at the window some days ago and laughed at the moon, it was not because he found the moon funny, but because it gave him joy with its round bright face.

When he has had his laugh out, he clambers up on a chair and points to one of the pictures on the wall.

“—And I dreamed most of all about that picture,” he says.

The picture is a photograph of an old Dutch painting, *A Burning City*.

“Well, and what was it you dreamed?” his father asks.

“I don’t know.”

“Come, think!”

“Oh yes, I dreamed it was burning and that I patted a doggie.”

“But generally you are afraid of doggies.”

“Yes, but on pictures I can pat them nicely.”

Then he laughs and skips and dances.

At last he comes up to his father and says, “Papa dear, take down the picture. I want Papa to show me the picture again the way he did yesterday.”

The picture is a new arrival in the room; it came the day before. With the other pictures around the walls the little boy has

acquainted himself long ago: Uncle Strindberg and Uncle Schopaur (i.e., Schopenhauer) and Uncle Napoleon and ugly old Goethe and Grandmother when she was young. But the Burning City is new, and is furthermore in itself a much more amusing picture than the others. The father humors the little boy, takes the picture down from the wall, and they enjoy it together. Over a broad estuary that winds toward the sea and is filled with sloops and rowboats runs an arched bridge with a fortified tower. On the left shore lies the burning city: rows of narrow houses with pointed gables, high roofs, churches, and towers; a throng of people running hither and thither, a sea of fire and flames, clouds of smoke, ladders raised against walls, horses running away with shaking loads, docks crowded with barrels and sacks and all manner of rubbish; on the river a mass of people in a rowboat that is almost ready to capsize, while across the bridge people are running for dear life, and away off in the foreground stand two dogs sniffing at each other. But far in the background, where the estuary widens toward the sea, a much-too-small moon sits on the horizon in a mist of pale clouds, peeping wanly and sadly at all this misery.

"Papa," inquires the little boy, "why is the city burning?"

"Somebody was careless with fire," says the father.

"Who was it that was careless?"

"Ah, one can't be sure of that so long afterward."

"How long afterward?"

"It is many hundred years since that city was burned," says the father.

This is a bit puzzling to the little boy, as the father clearly realizes, but he had to answer something. The boy sits quiet a moment and ponders. New thoughts and impressions about things stir in his brain and mingle with the old. He points with his little finger on the glass over the burning city and says:

"Yes, but it was burning yesterday, and now today it's burning too."

The father ventures on an explanation of the difference between pictures and reality.

"That is not a real city," he says, "that is only a picture. The real city was burned up long, long ago. It is gone. The people that run about there waving their arms are dead and don't exist anymore. The houses have been burned up, the towers have fallen. The bridge is gone too."

"Have the towers burned down or tumbled down?" asks the boy.

"They have both burned and tumbled down."

"Are the steamboats dead too?"

"The boats too have been gone long ago," replied the father. "But those are not steamboats, they are sailing vessels. There were no steamboats in those days."

The little boy sticks out his lower lip with a dissatisfied expression.

"But I *see* that they're steamboats," he says. "Papa, what's that steamboat's name?"

He has a mind of his own, the boy does.

The father is tired of the labor of instruction and holds his peace. The boy points with his finger to the old Dutch merchantmen and prattles to himself: "That steamer's name is *Bräge*, and that one's is

Hillersea, and that is the *Princess Ingeborg*. Papa," he cries all of a sudden, "is the moon gone too?"

"No, the moon still exists. It is the one thing of all there that still exists. It is the same moon you laughed at the other day in the nursery window." Again the little boy sits still and ponders. Then comes yet another question:

"Papa, is it *very* long ago this city was burned? Is it as long ago as when we went away on the *Princess Ingeborg*?"

"It is much, much longer ago," answers the father. "When that city burned, neither you nor I nor Mamma nor Grandma was here."

The boy's face becomes very serious all at once. He looks positively troubled. He sits quiet a long while pondering. But it seems as if things would not work out for him.

"Tell me, Papa," he finally asks, "where was I when that city was burned? Was it when I was at Grenna with Mamma?"

"No, old fellow," replies the father, "when

that city burned you didn't yet exist."

The boy sticks out his underlip again with an attitude as much as to say: No, I can't agree to such a thing as that. He then repeats with emphasis:

"Yes, but where was I then?"

His father answers, "You didn't exist at all."

The boy looks at his father with round eyes. Suddenly all the little face brightens, the boy tears himself away from his father, and begins to skip and dance again in the sunny spots on the green carpet, crying at the top of his lungs:

"Oho, yes I did, just the same. I was somewhere, I was somewhere!"

He thought his father was only joking with him. Such an idea was clearly too ridiculous! The maids used sometimes to talk nonsense to him in jest, and he thought his father had done the same.

So he skips and dances in the sunlight.

The painting described in the story depicts a past event. Using information from the story, explain whether or not the little boy understands the difference between what is depicted in the picture and present-day reality.

**Academic Expectation:** 1.2 "Students make sense of the variety of materials they read."

**Core Content Code:** 1.0.8 "Interpret the meaning of a passage taken from texts appropriate for high school. "

## *The Burning City*

### Scoring Guide

SCORE	DESCRIPTION
4	Student explains whether or not the little boy understands the difference between what is depicted in the picture and present-day reality. Response is strongly supported with detailed information from the story.
3	Student explains whether or not the little boy understands the difference between what is depicted in the picture and present-day reality. Response is generally supported with information from the story.
2	Student explains whether or not the little boy understands the difference between what is depicted in the picture and present-day reality. Response is supported with limited information from the story. <b>OR</b> Student discusses appropriate information from the story without explaining whether or not the little boy understands the difference between what is depicted in the picture and present-day reality.
1	Student demonstrates minimal understanding (e.g., student states whether or not the boy understands the difference between what is depicted in the picture and present-day reality with no information from the story).
0	Student simply states yes or no. <b>OR</b> Student's response is totally incorrect or irrelevant.
Blank	No student response.

### Examples of supporting information from the story:

- Questions stated by the child, such as:
  - Why is the city burning?
  - Who set the fire?
- Child's continual confusion with elements of time
- Child's questions about specific items in the picture that no longer exist
- Child's assumptions about steamboats
- Child's question about whether the moon is also gone



## Annotated 4-Point Student Response

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In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

### Student Response

The boy in the story seems to have the young mind of a small sprite that doesn't quite understand the way the world works yet. He doesn't know time, or space, or life. His childhood innocence is seen when the author describes his laughter as “only an utterance of joy, not of appreciation for the ridiculous.” The little boy realizes somewhat that reality and the picture are separated when he says, “Yes, but on pictures I can pat them nicely.” When he talks of dogs in real life, he is generally afraid, but he knows that in these “pictures,” he's safe from harm. Yet he still has a hard sense of understanding time. He states, ironically, that since the city was burning in the picture yesterday, and then again today, that it is still burning. His very literal outlook gives us the impression that he doesn't understand the difference between what is depicted in the picture and present-day reality.

When the father tells the boy he “didn't exist at all,” the boy thinks and then, having either a lack of understanding or an overflow of innocence, responds, “Oho, yes I did, just the same. I was somewhere, I was somewhere!”

Student states that the boy does not understand abstract ideas such as time and space and identifies information from the story to support this (i.e., the motivation for his laughter).

Student identifies information from the story that shows the boy somewhat understands the difference between reality and the picture (i.e., he can pat the dog in the picture, but in real life he is afraid).

Student gives another piece of information from the story that shows the boy does not know the difference between the picture and reality (i.e., the fire in the picture is still burning).

Overall, the student demonstrates in-depth knowledge of the text and the ability to locate, analyze, and apply information from the text to support a conclusion. The student clearly explains that although the boy has a very superficial understanding of the difference between pictures and reality, he does not understand the abstract concept of time and, therefore, he does not really understand the difference between what is depicted in *The Burning City* and present-day reality.

## Annotated 3-Point Student Response

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### Student Response

The little boy in the story obviously does not understand the difference between what is depicted in the picture and present-day reality. The little boy thought the city was still burning. He thought what he saw in the picture was currently taking place. His father had to try to explain to him that the city had already burned to the ground many years ago.

The little boy asked if the towers and steamboats had burned up too, and his father told him they had. Then he asked if the moon was gone too. His father explained that the moon was the only thing in that picture that still existed.

It is difficult for a young child to understand things like pictures. They know they see it so they think it is real. Children are so gullible that they'll believe most anything, but even when the boy's father tries to explain that there weren't steamboats back then, the boy insists that there were and makes up names for them. This demonstrates how his imagination and young age keep him from understanding.

Student states that the boy does not understand the difference between the events in the picture and his present reality.

Student recounts some of the story (i.e., the child thinks the burning city is still burning).

Student recounts more of the story.

Student gives another example of how the boy's imagination leads him to believe something that is not true (i.e., sailing vessels in the painting vs. steamboats).

Overall, the student demonstrates general knowledge of the text and the ability to locate and apply information from the text to draw a conclusion. The student uses information from the text to indirectly support the conclusion that the boy does not understand the difference between the picture and present-day reality. However, because the student summarizes rather than interprets the story and fails to make direct and clear connections between the information from the text and the conclusion, the student's explanation is considered general.

## Annotated 2-Point Student Response

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### Student Response

No, the little boy does not understand what is real and what is just a picture. He does not understand because when his father was trying to tell him it was a long time ago, the boy wouldn't except it. The boy does not except it because he sees the moon, and he believes if the moon is still here, he must have been there.

Student explains that the little boy does not understand the difference between the picture and present-day reality.

Student cites one example from the text as support (i.e., the moon is still here, so he must have been there).

Overall, the student demonstrates literal knowledge of the text and a limited ability to use information in the text to support a conclusion. The student's response lacks development and supporting information from the story.

## Annotated 1-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*

### Student Response

The boy dosen't understand. He believes what he thinks.

← Student states that the little boy does not understand the difference between the picture and present-day reality and presents no examples from the story as support.

Overall, the student does not demonstrate the ability to find material in the text to support a conclusion but does demonstrate minimal understanding of the story.

## Instructional Strategies

The open-response question for *The Burning City* was designed to assess students' (1) understanding of why characters in a literary passage do what they do, and (2) understanding of the meaning of a literary text. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Use the comments in the passage about the painting that are made by the boy to decide whether or not the boy can understand the difference between the painting and present-day reality.
- Make a list of all the comments made by the little boy in the passage and explain what the comments reflect about the boy's understanding of reality and the present.
- Have a debate about whether the boy does or does not understand the difference between the painting and present-day reality, using details from the story as support.
- Find a reproduction of a painting that has some of the same elements as the one described in the story. Show it to a four- or five-year-old youngster and talk to him/her about the reality of the picture. Compare the reactions of different youngsters.
- Invite a child psychologist to class to discuss the perception of reality as it relates to pictures and photographs. Use the information from this presentation to write an evaluation of the behavior of the boy in the story.
- Consult a child psychiatrist about the importance of making distinctions between reality and "make believe." Use details from that consultation to write a letter to the father in the story about how he might help his son.
- Write a memoir about your own experience with discovering that what you saw in pictures was not necessarily related to your present-day reality.

- Write an additional scene for the story in which the father makes it possible for the boy to understand that what he sees in the picture is not reality.
- Compare and contrast the relationship of the story's father and son to other fictional presentations of that relationship, for example the relationship of Atticus Finch to his children in *To Kill a Mockingbird*. Using details from each, show how the father figure carries out his responsibilities.
- Ask the school or public librarian for titles of other short stories about children and their parents. Compare and contrast the success of the author of one of those stories and the author of *The Burning City* in creating a believable child and situation.
- Using details from the story, draw or paint original versions of the painting described in *The Burning City*.

# An Aspirin a Day?

BY MARIE SAVARD, M.D.

It can soothe your headache, lower your fever, ease your menstrual cramps and reduce the pain and inflammation of sore, aching muscles and arthritic joints. On top of that, studies now show that it may well reduce the risk and severity of heart attacks and strokes and even protect against colon cancer. Not bad for an inexpensive little white pill that has been available over the counter for more than 100 years.

I imagine most of you take aspirin at least occasionally, and why not? It's one of the safest, cheapest and most effective drugs around today. The recent news about its disease-protecting effects has led many of my patients to ask me if long-term, daily aspirin therapy would benefit them. For some women, that's worth considering, but every woman needs to realize that aspirin (like all drugs) has risks and side effects and may be harmful if not used properly.

## One Pill, Many Uses

An aspirin-like drug "for aches and pains" has been around since the time of the ancient Greek physician Hippocrates. Early in this century aspirin became the most widely used drug in the world, taken to relieve pain, inflammation and fever. It does this by blocking the production of powerful chemicals called prostaglandins, which enhance inflammation and pain responses throughout the body.

The idea that aspirin might protect the heart took root in the 1950s, when an American doctor noticed that people tended to bleed longer than expected when they were taking the drug. He surmised that it might help prevent the blood clots that can cause heart attacks and strokes. Prostaglandins do indeed help blood form clots, and a number of studies have found that taking 4 to 6 aspirin tablets per week (either adult or baby-size) for 10 years can lower the risk of a heart attack or stroke. New evidence also shows that aspirin reduces the severity of a heart attack if one does occur.

The frustration for women is that almost all of this research was done on men. A few studies on women suggest that aspirin can protect our hearts, but the evidence isn't yet strong enough to convince

most doctors to recommend regular aspirin use for women, even those at risk for heart disease. Very recently, researchers reported that women who take 4 to 6 aspirin tablets a week for 10 years may lower their risk of colon cancer. We don't yet know why this is so, but if you are at high risk for colon cancer, ask your doctor about taking aspirin regularly.

Though pregnant women should generally avoid aspirin, a small daily dose of aspirin can help some pregnant women who have had multiple miscarriages caused by an abnormal clotting protein in the blood. This condition, which your doctor can diagnose with a blood test, is rare.

## How to Take It

Of course, you should always follow directions on the label and see a doctor for any pain that doesn't start to get better within a couple of days. There is no difference between generic and brand-name pills, but if aspirin irritates your stomach, try coated tablets, capsules or buffered aspirin, which cost just slightly more. Taking aspirin with a bit of food can help too.

Consult your doctor if you have a history of stomach or peptic ulcers. Aspirin causes a small amount of bleeding in the stomach. When taken regularly (even in small doses), it can irritate the stomach lining and, in rare cases, cause stomach ulcers. Tell your doctor if you have any nausea or stomach upset when you take aspirin, which may be the only symptom of bleeding or an ulcer. Rarely, people are allergic to aspirin and develop hives. People with asthma and nasal polyps may have a flare-up of asthma when taking aspirin or other over-the-counter pain relievers.

Acetaminophen (Tylenol) and naproxen (Aleve) have not been found to have aspirin's effects against heart disease and colon cancer. Ibuprofen does interfere with prostaglandin production for a few hours, but there's no evidence that it reduces heart-disease risk. There's some very early evidence that ibuprofen-like drugs may decrease the risk of colon polyps and colon cancer, but doctors aren't yet making any recommendations.

If you are taking aspirin regularly for any reason, your doctor should know. You may need to stop temporarily if you need to take ibuprofen, since both drugs irritate the stomach and may be troublesome in combination. And you should go off aspirin for at least a week before most surgery.

Store aspirin where children cannot get to it (don't count on child-resistant caps), and do not give any drug containing aspirin to children. They may develop Reye's syndrome, a rare and sometimes fatal condition, if they take aspirin following chicken pox or the flu.

Consider a pregnant woman who is experiencing extreme nausea and who has a family history of heart disease.

- a. Identify **two pros** and **two cons** from the article that the woman and her doctor should discuss when considering daily aspirin therapy.
- b. Based on these pros and cons, discuss what decisions they might make.

Use the information from the article to support your answer.

**Academic Expectation:** 1.2 “Students make sense of the variety of materials they read.”

**Core Content Code:** 2.0.11 “Evaluate the use of supporting details as they relate to the author’s message.”

**Core Content Code:** 1.2.12 “Make predictions and draw conclusions based on what is read.”

**Core Content Code:** 2.0.13 “Analyze the content as it applies to students’ lives and/or real world issues.”



## *An Aspirin a Day?*

### Scoring Guide

SCORE	DESCRIPTION
4	Student identifies two pros and two cons from the article that a pregnant woman and her doctor should discuss when considering daily aspirin therapy. Student clearly discusses a decision that could be made based on the pros and cons and includes detailed information from the article as support.
3	Student identifies one pro and two cons OR two pros and one con (for a total of three pros/cons) from the article that a pregnant woman and her doctor should discuss when considering daily aspirin therapy. Student generally discusses a decision that could be made based on the pros/cons and includes information from the article as support. <b>OR</b> Student identifies two pros or two cons OR one pro and one con (for a total of two pros/cons) from the article that a pregnant woman and her doctor should discuss when considering daily aspirin therapy. Student clearly discusses a decision that could be made based on the pros/cons and includes detailed information from the article as support.
2	Student identifies two pros and two cons from the article that a pregnant woman and her doctor should discuss when considering daily aspirin therapy without discussing a decision that could be made. <b>OR</b> Student identifies two pros or two cons OR one pro and one con (for a total of two pros/cons) from the article that a pregnant woman and her doctor should discuss when considering daily aspirin therapy. Student generally discusses a decision that could be made based on the pros/cons and includes information from the article as support.
1	Student demonstrates minimal understanding (e.g., student identifies one pro or one con from the article that a pregnant woman and her doctor should discuss when considering daily aspirin therapy and may or may not discuss a decision that could be made).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

#### Examples of pros from the article:

- May alleviate body aches/pain
- Prevents blood clots that cause heart attack and stroke
- May lower risk of colon cancer
- May prevent miscarriage due to clotting

#### Examples of cons from the article:

- Causes a small amount of bleeding in the stomach
- Usually avoided during pregnancy
- Can cause stomach irritation and/or ulcers
- Can cause allergic reactions

## Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

### Student Response

If a woman who is pregnant, experience abnormal nausea, and has a history of heart disease the decision to take aspirin or not is very important to her health and her baby's.

While at the doctor's office discussing this option they would make a list of pros and cons. Two pros it may include are: 1) Aspirin helps to interfere with the development of prostaglandin which will lower her chance of heart disease. 2) Aspirin helps relieve pain and headaches. This could help her with any discomfort or morning sickness she might have as a mother-to-be.

However I feel the cons heavily out weigh the pros. Considering that she has extreme nausea it is advisable that she doesn't consume aspirin, for it could be a sign of bleeding or an ulcer. Another serious con is that there is limit research and there hasn't been much time committed to research done on women, and most of the studies have been conducted on men. Therefore the effects of aspirin on the men in previous studies may not hold true to women who take the drug expecting similar results.

If I were her doctor I would tell her not to take Aspirin because right now aspirin isn't necessary. She needs to concentrate of the development of her baby and make appropriate decision that would be to the benefit for both of their health. In this case the best decion is not to take Aspirin.

Student's introduction does not include any information required by the question; therefore, it does not count toward the student's score.

Student identifies two pros of daily aspirin therapy (i.e., lowers chance of heart disease, relieves discomfort).

Student identifies two cons of daily aspirin therapy (i.e., woman already has nausea which could be a sign of bleeding or ulcer, effects of aspirin on men may not hold true for women).

Student offers a decision that could be made based on the pros and cons (i.e., not to take aspirin); decision is clearly discussed throughout the response.

Overall, the student demonstrates a strong ability to analyze and evaluate details in the text and apply information to a real-world issue. The student clearly and correctly answered all three parts of the question and included detailed information from the article.

## Annotated 3-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*

### Student Response

Considering a pregnant women who is experiencing extreme nausea and who has a family history of heart disease, there are many things her an her doctor should look at and discuss. First of all pregnant women should avoid aspirin, but a small daily dose can help some women who have had multiple miscarriages. This women doesn't have that problem. Second we know the cause of her extreme nausea (being pregnant), unless she has ulcers. So the aspirin wouldn't effect her in that way. Third her family has a history of heart disease. Doctors don't even know if taking aspirin is effective for women to prevent heart attacks. So this women would probably be better off not taking this medication and especially while she is pregnant.

Student identifies one con of daily aspirin therapy (i.e., pregnant women should avoid aspirin).

Student identifies one pro of daily aspirin therapy (i.e., can help women who have had multiple miscarriages).

Statement about nausea is unclear as a pro or a con, so it counts neither toward nor against the student's score.

Student identifies one pro and one con of daily aspirin therapy (i.e., may prevent heart attacks, but doctors don't know for sure if this is true for women).

Student offers a decision that could be made based on the pros and cons (i.e., not to take aspirin); decision is generally discussed throughout the response.

Overall, the student demonstrates a general ability to analyze and evaluate details in the text and apply information to a real-world issue. The student effectively presented two pros and two cons of daily aspirin therapy and generally discusses a decision that could be made based on the pros and cons.

## Annotated 2-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*

### Student Response

Two good things that aspirin could do for a pregnant woman, who is experiencing extreme nausea and who has a family history of heart disease, are prevention of blood clots that could cause a heart attack and women who have had multiple miscarriages caused by abnormal clotting proteins in the blood can be helped.

Two bad things that aspirin could do for her is make her blood too thin or give her a stomach ulcer.

They would probably decide to use aspirin therapy because she also has a history of heart disease.

Student identifies two pros of daily aspirin therapy (i.e., prevention of heart attacks due to blood clotting and prevention of miscarriages due to blood clotting).

Student identifies two cons of daily aspirin therapy (i.e., blood too thin and stomach ulcer).

Student offers a decision that could be made based on the pros and cons (i.e., to take aspirin), but the decision is not discussed.

Overall, the student demonstrates a basic ability to analyze and evaluate details in the text. The student is able to identify two pros and two cons of aspirin therapy for pregnant women. The student offers a possible decision that could be made based on the pros and cons, but the decision is not discussed.

## Annotated 1-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*

### Student Response

A) Prostaglandins do in deed help blood form clots and a number of studies have found that taking 4 to 6 aspirin tablets per week (either adult or baby-size) for 10 years can lower the risk of a heart attack or stroke.

Which enhance in flammation and pain responses throughout the body. Consult your doctor if you have a history of stomach or peptic ulcers. When taken regularly (even in small doses), it can irritate the stomach lining and, in rare cases, cause stomach ulcers.

B) To tell the doctor what is rong so they can help you with your problem.

Student identifies two pros of daily aspirin therapy (i.e., lower risk of heart attack or stroke, enhance inflammation and pain responses).

Student identifies one con of daily aspirin therapy (i.e., stomach irritation/ulcers).

Student's response to part b is irrelevant (off-topic). It counts neither toward nor against the student's score.

Overall, the student uses basic information in the text to identify two pros and one con of daily aspirin therapy. The student does not offer or discuss a decision that a pregnant woman and her doctor might make when considering daily aspirin therapy.

## Instructional Strategies

The open-response question for *An Aspirin a Day?* was designed to assess students' ability to (1) make sense of the material they read and (2) draw conclusions based on what is read. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Read the article and list all the pros and cons of using aspirin for a pregnant woman with a family history of heart disease.
- Using details from the article, debate the efficacy of using aspirin for a pregnant woman with a family history of heart disease.
- Using details from the article, write a letter from the perspective of a doctor advising a patient who is pregnant and has a family history of heart disease about the use of aspirin.
- Using details from the article, write a dialogue between a patient who is pregnant and has a family history of heart disease and her doctor about the advisability of using aspirin.
- Read articles about other medical situations (e.g., the use of steroids, limiting alcohol consumption, taking diet pills). Then write a short summary of each article, listing the pros and cons and giving advice on the basis of the facts.
- Conduct an interview with a doctor and ask her/his advice about the use of aspirin by a pregnant woman with a family history of heart disease and compare that advice to the details of the article.
- Conduct an interview with a person who feels taking aspirin on a regular basis improved his/her health and compare that advice to the details in the article.

- Investigate the condition of heart disease and, on the basis of what you find, write your own advice about its potential effect on the use of aspirin by a pregnant woman with a family history of heart disease. Use details from your investigation to support your advice.
- Read articles in medical journals and mass media magazines about the use of aspirin. Analyze the information and write an assessment of the wisdom of using aspirin by a pregnant woman with a family history of heart disease.
- Role-play a scene in which a doctor and a patient (who is pregnant and has a family history of heart disease) discuss the wisdom of using aspirin. Using details from the article, draft questions to be asked as well as responses.
- Research information about acetaminophen, naproxen, and ibuprofen. Create a chart that compares these drugs and aspirin. Use the chart to discuss the use of each in particular medical situations.
- Research other uses for aspirin, such as a preventive for those with heart disease, and weigh the pros and cons.
- Consult alternative health information and make a short report about alternative ways to achieve the results of aspirin. Use details from that information to advise a pregnant woman with a family history of heart disease.
- Conduct an interview with a doctor in which you ask the basis of the article's statement that, "The frustration for women is that almost all of this research was done on men." Write an editorial based on that interview in which you call for more research to be done on women.
- Invite a person who is involved in medical research to talk to your class about the process of conducting medical research. Use details from this presentation to write a news article about the talk.



## **Grade 10**

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# **Practical Living/Vocational Studies**



# PRACTICAL LIVING/VOCATIONAL STUDIES

## *Risk Behaviors*

A risk behavior is an action that can negatively affect the health and safety of oneself or others.

Identify **three** risk behaviors and explain in detail the potential impact of each on quality of life.

**Academic Expectation:** 2.32 “Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.”

**Core Content Code:** 1.7.2 “There are potential short- and long-term consequences and risks of behavioral choices (e.g., tobacco, alcohol, and other drug use; sexual involvement; violent/aggressive behaviors) on individuals and families.”

## *Risk Behaviors*

### Scoring Guide

SCORE	DESCRIPTION
4	Student identifies three risk behaviors and clearly explains the potential impact of each on quality of life.
3	Student identifies three risk behaviors and generally explains the potential impact of each on quality of life. <b>OR</b> Student identifies three risk behaviors and clearly explains the potential impact of two on quality of life.
2	Student identifies three risk behaviors and generally explains the potential impact of at least one on quality of life. <b>OR</b> Student identifies two risk behaviors and clearly explains the potential impact of at least one on quality of life. <b>OR</b> Student clearly explains the potential impact of risk behaviors without identifying specific risk behaviors.
1	Student demonstrates minimal understanding (e.g., student identifies one to three risk behaviors with limited or no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

**Clear explanation** goes beyond a single potential impact and relates to quality of life.

**General explanation** relates impact in an apparent way to the risk behavior (e.g., drinking and driving may result in killing yourself and possibly others; if you smoke you could get cancer; if you take drugs you could have a dangerous reaction/overdose or you could lose control).

**Limited explanation** does not link impact in an obvious way to the behavior (e.g., if you drink you could kill someone; if you smoke pot, you could harm someone; if you take drugs you're wrecking your life).

<b>Examples of risk behaviors:</b>	<b>Potential impact:</b>
Drugs	Brain cell damage, skewed priorities in life, lack of money for anything but drugs, alienation from family, unsafe driving and other actions, personality changes, addiction
Alcohol, binge drinking	Brain cell damage, liver damage, skewed priorities in life, alienation from family, unsafe driving and other actions, diabetes, coma (binge drinking)
Smoking	Lung disease/cancer, strokes, emphysema, chronic bronchitis
Chewing tobacco	Mouth/throat/stomach cancer, loss of teeth, gum disease
Poor eating habits, eating disorders	Poor health, weight loss, loss of energy, diabetes, obesity, heart disease
Driving under the influence	Loss of license, arrest, injury to self and/or others, guilt for damage done
Speeding	Tickets, arrest, loss of license, injury to self and/or others, guilt for damage done
Hitchhiking	Kidnapping, automobile accident
Not using safety equipment (seatbelt, helmets, etc.)	Head injury, broken bones
Reckless driving	Accident, injury to self and/or others, property damage
Unsafe sex	STDs, AIDS, unwanted pregnancy
Reckless gun handling	Accidental discharge of gun, injury to self and/or others, property damage
Fighting/violence	Injury to self and/or others, arrest, bad reputation
Drag racing	Accident, injury to self and/or others, loss of license, arrest

## Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

### Student Response

A risk behavior is an action that can negatively affect the health and safety of others.

Riding bicycles **with out** a helmet can be a risky behavior. You could wreck your bike and get brain damage. You could live the rest of your life as a vegetable.

Drinking and driving is a pretty stupid one too. It could cause severe injuries and maybe even death. You could run into someone and kill them while you come out **with out** a scratch. That's something you would live with for the rest of your life.

Doing drugs while pregnant is the dumbest thing I can think of. Drugs can cause a miscarriage, or stillborn death. If the baby does survive, it would be retarded or deformed. That child would live with your mistakes for the rest of **it's** life.

One time my cousin was riding her bike and had a wreck on pavement. If she hadn't been wearing her helmet, she could have busted her head open.

Student identifies one risk behavior (i.e., bicycling without a helmet) and clearly explains the potential impact on quality of life (i.e., brain damage).

Student identifies a second risk behavior (i.e., drunk driving) and clearly explains the potential impact on quality of life (i.e., living your life knowing you killed someone).

Student identifies a third risk behavior (i.e., doing drugs while pregnant) and clearly explains the potential impact on quality of life (i.e., miscarriage, retardation, physical deformity).

Student relates a personal anecdote that does not demonstrate any additional knowledge relevant to the question and therefore does not count toward or against the student's score.

Overall, the student demonstrates a broad understanding of the consequences and risks of behavioral choices. The student identifies three risk behaviors and presents three clear explanations that illustrate the potential impact of the risk behaviors on quality of life.

## Annotated 3-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*

### Student Response

Three risk behaviors is to become sexually active, smoke and drink. Becoming sexually active opens the chance up for you to contract an STD or to become pregnant. Most STD's you will have to live with for the rest of your life. If you become pregnant then you probably won't be able to finish school and you will have no more childhood. If you smoke you might get lung cancer which can kill you. Also you can harm people around you. Plus its not good for your health you might die or get emphizema. Drinking is bad because if you drink and drive then your risking your life and somebody elses. It also eats your liver up or something like that.

Student identifies three risk behaviors.

Student clearly explains the potential impact of becoming sexually active on quality of life (i.e., could have STDs for the rest of your life, pregnancy, and no more childhood).

Student generally explains the potential impact of smoking on quality of life (i.e., lung cancer, emphysema, and possibly death).

Student generally explains the potential impact of drinking on quality of life (i.e., risking lives, it eats up your liver).

Overall, the student demonstrates a general understanding of the consequences and risks of behavioral choices. The student identifies three risk behaviors and presents one clear and two general explanations that illustrate the potential impact of the risk behaviors on quality of life.

## Annotated 2-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*

### Student Response

The first "risk behavior" that pops into my mind would be the use of drugs. They could cause loss of brain cells. Another would be driving drunk. That could kill you and others. The last but not least "risk behavior" would be things such as theft or killing because that is just stupid.

Student identifies one risk behavior (i.e., using drugs), and generally explains its potential impact on quality of life (i.e., brain damage).

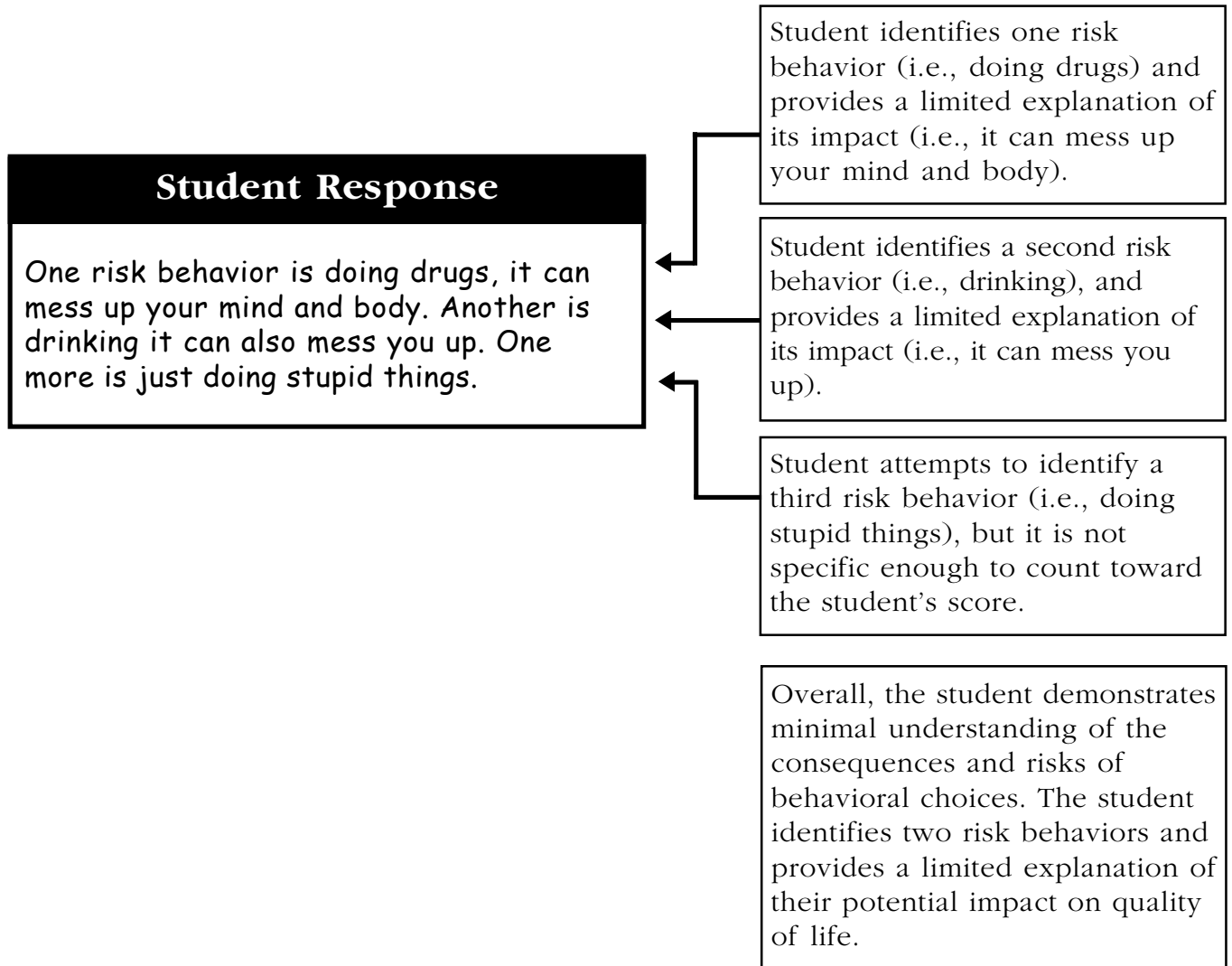
Student identifies a second risk behavior (i.e., driving drunk) and generally explains its potential impact on quality of life (i.e., could kill you and others).

Student identifies a third risk behavior (i.e., theft/killing), but does not attempt an explanation of potential impact on quality of life.

Overall, the student demonstrates a basic understanding of the consequences and risks of behavioral choices. The student identifies three risk behaviors and generally explains the potential impact of two of them on quality of life.

## Annotated 1-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*



## Instructional Strategies

The open-response question *Risk Behaviors* was designed to assess students' (1) understanding of strategies for maintaining mental and emotional health and (2) ability to analyze possible consequences of risky behavioral choices. The instructional strategies below present ideas for helping students explore and master these concepts.

Invite a police officer or medical professional to visit the class to discuss what they have witnessed with regard to risk behaviors common among teenagers and potential consequences.

Schedule one or more speakers to talk about risk management in a variety of contexts (e.g., insurance, investing, business planning).

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Watch all or part of a television action/drama program and identify the risk behaviors that characters engage in. Discuss the potential dangers (negative consequences) related to the risk behaviors. Explore what medical and other services might be needed in the short- and long-term as a result of these consequences.
- Brainstorm a list of activities in normal daily life that have potential risks (e.g., riding in a car, using a fireplace at home). Have each student choose one activity from the list and analyze the reasons people engage in the activity and the possible negative consequences of the activity that would impact daily life. Finally, have students discuss what precautions can be taken to reduce the risks associated with the activities.
- Develop a list of reasons that teenagers (or others) engage in risk behaviors. In which cases are the risk takers aware of the risks before they engage in the behaviors? In which cases do they or could they take precautions to reduce the risks involved? In which cases do they not take precautions? Discuss whether it is possible to categorize some risk behaviors as acceptable and others as unacceptable. How do potential consequences relate to that categorization?



- Create cartoons related to risk behaviors and their impact on quality of life.
- Develop and play games related to risk behaviors, including behavioral choices and the impact of behavioral choices.
- Identify a risk behavior and a reason or need that explains why one might engage in the risk behavior. Identify an alternative behavior to meet the need. Weigh the pros and cons for the two behavioral options.
- Brainstorm the many ways that risk behaviors can impact quality of life (e.g., physically, emotionally, socially, financially).
- Review the warning labels on commonly used products. Analyze the reasons individuals might misuse these products and risk their health and/or life. Do the same activity using drugs (legal and illegal).
- Develop a PowerPoint presentation for use over the school's TV that shows common risk behaviors and the consequences of each behavior.

### *Correcting Poor Batting Techniques*

Your little sister is playing softball in a summer league, but she is becoming discouraged because she is having trouble hitting the ball.

- a. List **three** elements you will look for in her batting technique that could be the cause of her problem.
- b. Explain in specific terms how improving **each** would help her hit the ball.

**Academic Expectation:** 2.34 “Students perform physical movement skills effectively in a variety of settings.”

**Core Content Code:** 2.1.2 “Analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for improvement in skills and used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball).”

## *Correcting Poor Batting Techniques*

### **Scoring Guide**

SCORE	DESCRIPTION
4	Student lists three elements to look for in the little sister's batting technique that could be the cause of her problem and clearly explains how improving each would help her hit the ball.
3	Student lists three elements to look for in the little sister's batting technique that could be the cause of her problem and generally explains how improving each would help her hit the ball. <b>OR</b> Student lists two or three elements to look for in the little sister's batting technique that could be the cause of her problem and clearly explains how improving two would help her hit the ball.
2	Student lists three elements to look for in the little sister's batting technique that could be the cause of her problem with limited or no explanation. <b>OR</b> Student lists two or three elements to look for in the little sister's batting technique that could be the cause of her problem and generally explains how improving two would help or clearly explains how improving one would help her hit the ball.
1	Student demonstrates minimal understanding (e.g., student lists one element to look for in the little sister's batting technique that could be the cause of her problem and may or may not explain how improving it would help her hit the ball).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

<b>Examples of elements to look for in her batting technique</b>	<b>Clear explanations</b>	<b>General explanations</b>
<ul style="list-style-type: none"> <li>• Keep her eye on the ball, timing</li> </ul>	<ul style="list-style-type: none"> <li>• So she can judge where the ball is and can make adjustments to swing</li> </ul>	<ul style="list-style-type: none"> <li>• So the bat will hit the ball</li> </ul>
<ul style="list-style-type: none"> <li>• Choke up on the bat if it is heavy for her</li> </ul>	<ul style="list-style-type: none"> <li>• So she will have more control</li> </ul>	<ul style="list-style-type: none"> <li>• So she will be able to hit it</li> </ul>
<ul style="list-style-type: none"> <li>• Feet parallel to home plate</li> </ul>	<ul style="list-style-type: none"> <li>• So she will swing the bat in the correct trajectory/direction</li> </ul>	<ul style="list-style-type: none"> <li>• So the ball will go the right way</li> </ul>
<ul style="list-style-type: none"> <li>• Feet shoulder width apart</li> </ul>	<ul style="list-style-type: none"> <li>• To improve balance and control</li> </ul>	<ul style="list-style-type: none"> <li>• So she doesn't fall</li> </ul>
<ul style="list-style-type: none"> <li>• Stand proper distance from home plate</li> </ul>	<ul style="list-style-type: none"> <li>• So she won't have to reach forward or bend backward</li> </ul>	<ul style="list-style-type: none"> <li>• To avoid being hit</li> </ul>
<ul style="list-style-type: none"> <li>• Bat held up behind her shoulder</li> </ul>	<ul style="list-style-type: none"> <li>• To maximize power in swing</li> </ul>	<ul style="list-style-type: none"> <li>• To swing harder</li> </ul>
<ul style="list-style-type: none"> <li>• Hold bat properly</li> </ul>	<ul style="list-style-type: none"> <li>• To control the direction of the ball and to maximize swing</li> </ul>	<ul style="list-style-type: none"> <li>• So she feels more comfortable, confident</li> </ul>
<ul style="list-style-type: none"> <li>• Follow-through of swing</li> </ul>	<ul style="list-style-type: none"> <li>• To control the direction of the ball and to maximize distance</li> </ul>	<ul style="list-style-type: none"> <li>• To have better aim</li> </ul>
<ul style="list-style-type: none"> <li>• Shifting her weight as she swings</li> </ul>	<ul style="list-style-type: none"> <li>• So she can apply greater force to the ball by putting her weight into the swing</li> </ul>	<ul style="list-style-type: none"> <li>• To hit harder</li> </ul>
<ul style="list-style-type: none"> <li>• Level/plane of swing</li> </ul>	<ul style="list-style-type: none"> <li>• To increase likelihood of hitting—not too far down or up, so she swings in the “hitting zone”</li> </ul>	<ul style="list-style-type: none"> <li>• So the bat will hit the ball</li> </ul>

## Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

### Student Response

Batting is an equally important part of **wining** a softball game. It is what scores the team points and can get a **loosing** team to win by sometimes a **signifigant** margin.

If my little sister needed help with her batting technique, I would look for three specific things.

Is her swing nice and level? Having a level swing ensures that the ball will hit the part of the bat that you want it to. It also makes sure that if your aim was right at the beginning of the swing, it will be right at the end too.

Does she keep her eye on the ball? Keeping your eye on the ball, keeps you informed at all times of where the ball is. This allows you to anticipate if and how much you will have to adjust your swing.

Are both of her feet planted firmly on the ground? What is the first thing a house needs in order to be strong and stable? A good foundation. It's the same with humans. We need both of our feet planted firmly on the ground so that we can keep our balance better. Doing this will keep you stable as your center of balance shifts to account for the changing position of the bat's weight.

Indeed, batting is not easy and is hard to perfect but once you do, you'll never forget.

Student identifies one element to look for in the little sister's batting technique (i.e., level swing) and clearly explains how improving it would help the sister hit the ball.

Student identifies a second element to look for (i.e., keeping her eye on the ball) and clearly explains how improving it would help the sister hit the ball.

Student identifies a third element to look for (i.e., feet firmly on the ground) and clearly explains how improving it would help the sister hit the ball (i.e., improves stability because center of gravity changes with swing of bat).

Overall, the student shows broad knowledge of the movement patterns involved in hitting a ball with a bat and a strong ability to make recommendations for improving batting skills. The student presents three elements to look for when evaluating someone's batting technique and clearly explains how improving each element would help someone hit the ball.

## Annotated 3-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*

### Student Response

There are many steps that must be taken to be a good batter in the game of softball. Three of them include keeping your eye on the ball as you swing, swing the bat level and through, along with shifting and balancing your weight from one side to the other while swinging through.

These steps are all important to be a successful hitter. The batter must keep their eye on the ball to ensure the ball and bat will meet more towards the middle part of the bat, thus creating a further distance on the swing. Swinging the bat all the way through from one shoulder to the other also improves the distance of the swing. To complete a healthy swing, the batter must shift her wait with the direction of her bat to enforce the hit. Following these steps along w/ practice can create a successful hitter!

Student lists three elements to look for in the little sister's batting technique.

Explanation for first element (i.e., eye contact) is general (i.e., to ensure the ball contacts the bat in the middle) and includes some incorrect information (i.e., hitting a ball with the middle of the bat causes the ball to go further).

Explanation for second element (i.e., follow-through) is general (i.e., "distance of the swing" is not clear).

Explanation for third element (i.e., shifting weight) is clear.

Overall, the student shows general knowledge of the movement patterns involved in hitting a ball with a bat and a general ability to make recommendations for improving batting skills. The student lists three elements to look for when evaluating someone's batting technique and explains how improving each of them would help someone hit the ball. Two of the three explanations lacked the detail required of a "clear" explanation. The incorrect information given in the first explanation is ignored in scoring because, except at the "4" level, incorrect information does not count against the student's score.

## Annotated 2-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*

### Student Response

Three elements I would look for in my sister's batting technique that could be the cause of her problem are, 1st: her stance. She can't have her legs too far apart or too close together or it will be very difficult to hit the ball. I would tell her to seperate her feet about 1 foot away from each other and slightly bend her knees. 2nd: I would see how she handels the bat. I would tell her to keep her hands together and to choke-up on the bat for better control. 3rd: I would make sure she is keeping her eyes on the ball. If she doesn't keep her eyes on the ball than she won't hit it.

Student identifies one element to look for in the little sister's batting technique (i.e., stance). Student does not explain how improving it would help the sister hit the ball. Instead, student simply states that without the element it will be difficult to hit the ball.

Student identifies second element to look for (i.e., hold the bat properly) and clearly explains how improving it would help the sister hit the ball.

Student identifies third element to look for (i.e., keep her eyes on the ball) but does not explain how improving this element would help the sister hit the ball.

Overall, the student demonstrates basic knowledge of the movement patterns involved in hitting a ball with a bat and some ability to make recommendations for improving batting skills. The student identifies three elements to look for when evaluating someone's batting technique and describes in detail one of the elements (i.e., stance). However the description is not required by the question and therefore does not count toward the student's score. The student clearly explains how improving only one element would help someone hit the ball. The other two elements are not explained.

## Annotated 1-Point Student Response

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### Student Response

(A) She should keep her eye on the ball that would help. She should think about want she don't like also. She should panties more that would also help

(B) This 3 things I have write on paper would help to hit the ball like she should hit the ball.

Student identifies one acceptable element to look for in the little sister's batting technique (i.e., eyes on the ball). Two other elements are given (i.e., think about what she doesn't like, practice), but they are not elements to look for in a swing.

Student reiterates the question, which does not count toward or against the student's score.

Overall, the student demonstrates minimal knowledge of the movement patterns involved in hitting a ball with a bat and minimal ability to make recommendations for improving batting skills. The student identifies one element to look for in the little sister's batting technique but provides no explanation of how improving the element would help the little sister hit the ball.



## Instructional Strategies

The open-response question *Correcting Poor Batting Techniques* was designed to assess students' ability to identify and analyze elements of effective batting techniques in softball and relay this information in a manner that will help a player improve. The instructional strategies below present ideas for helping students explore and master related concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Brainstorm specialized movement patterns (e.g., swinging a golf club, shooting a basketball, serving a tennis ball, kicking a soccer ball) to analyze. Select a movement pattern and break the skill down into a sequence of elements. Then predict what could happen if particular elements of the movement pattern were not carried out correctly.
- Watch videos of players performing sports skills incorrectly. Identify what the players are doing correctly and what they are doing incorrectly. For each action that the players are doing incorrectly, explain in detail what the players should be doing instead.
- Write brief scenarios that describe difficulties in correctly executing specialized movement patterns (e.g., volleyball serve that hits the net, off-target golf swing). Trade scenarios and develop plans to address the difficulties by identifying the elements that should be done differently and describing the correct way to carry them out.
- Put students in pairs. Each student chooses a specialized movement pattern to teach to his/her partner and writes a checklist of the correct sequence of motor skills to be performed. Partner A follows the checklist developed by Partner B while Partner B observes. Then Partner B follows the checklist developed by Partner A while Partner A observes. The pairs work together to correct each other's skill as well as the checklists and discuss any lessons relating to giving or following directions.
- Video each student performing a skill. Have them watch the video and critique their performance. List changes they need to make and why those changes are important.

### *Sources of Information*

The Johnsons just moved to a new community. They need economical child care for their youngest children. Since they know few people in their new community, they will need to rely on media and technology to give them information about the child care available.

- a. List **three** media and/or technology sources the Johnsons could use to obtain reliable information about economical child care.
- b. Choose **one** of the three information sources you listed in **part a** and explain **three** specific ways that the source could help the Johnsons make a decision about economical child care for their children.

**Academic Expectation:** 2.30 “Students evaluate consumer products and services and make effective consumer decisions.”

**Core Content Code:** 3.1.3 “Media and technology provide information on available family and health care options.”

## *Sources of Information*

### **Scoring Guide**

SCORE	DESCRIPTION
4	Student lists three media and/or technology sources of reliable information about economical child care. Student chooses one of the three information sources and clearly explains three specific ways that source could help the Johnsons make a decision about economical child care.
3	Student lists three media and/or technology sources of reliable information about economical child care. Student chooses one of the three information sources and generally explains two or three ways that source could help the Johnsons make a decision about economical child care.
2	Student lists three media and/or technology sources of reliable information about economical child care. Student chooses one of the three information sources and generally explains one way that source could help the Johnsons make a decision about economical child care. <b>OR</b> Student lists two media and/or technology sources of reliable information about economical child care. Student chooses one of the two information sources and generally explains two ways that source could help the Johnsons make a decision about economical child care.
1	Student demonstrates minimal understanding (e.g., student lists one to three media and/or technology sources of reliable information about economical child care with no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

**Examples of media and/or technology information sources:**

- Newspapers
- Radio
- Television
- Bulk mailings
- Internet
- Yellow pages

**Examples of ways sources of information could help the Johnsons make a decision about economical child care:**

- Can find out what different programs or services offer
- Can learn about strengths or weaknesses of programs or services
- Can find out whether a particular place is hiring child care workers (it may be understaffed or have high turnover in staff)
- Can find out location information
- Can find out contact information (phone number, address, Web site, e-mail)
- Can find out the hours of operation
- Can find out and compare cost information
- Can get referrals or recommendations from other parents in area (through the Internet)

## Annotated 4-Point Student Response

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In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

### Student Response

- A) 1) Computer search engines on the Internet  
2) newspaper **advertisiments** and columns  
3) Television **commericals**/news shows
- B) The computer search engines on the Internet allows you to quickly search economical child care centers/people in their area. It also allows them to get rates/fees for the childcare or a number to call to get rates/fees. The Internet also has messages boards that may contain what other parents thought about a particular child care center. They may even be able to find records of the child care center or maybe even a grade that the center got on **a** insepection. They have many different ways of getting different information using the world wide web.

Student lists three media/technology sources of information about economical child care.

Student clearly explains three specific ways that computer search engines on the Internet could help the Johnson family make a decision about economical child care (i.e., get rates/fees/contact information of child care centers/providers, message boards for recommendations from other parents, child care center inspection information).

Overall, the student demonstrates a broad understanding of the ways that media and technology can be used to gather information on available family care options. The student fully responds to both parts of the question.

## Annotated 3-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*

### Student Response

There are more than three ways to find child care for your child. One way is to watch the television sometimes there are commercials for day care centers. Second you could look in your newspaper for any advertisements for childcare. Third you could look in the yellow pages of your local phonebook.

In a phonebook, it always gives a phone number and an address. So if you find a childcare center you could call them ask them their price and hours. then you could ask them if you could come and visit the place to see if that's where you want to take your child. the phone book can help you in so many different ways if you know how to use it.

Student lists three media/technology sources of information about economical child care (i.e., television commercials, newspaper advertisements, yellow pages).

Student clearly explains one way that the yellow pages could help the family make a decision about economical child care (i.e., phone number to call and ask price, hours, and arrange a visit).

Student generally explains a second way the yellow pages could help the family make a decision about economical child care (i.e., address).

Overall, the student demonstrates a general understanding of the ways that media and technology can be used to gather information on available family care options. The student lists three media/technology sources of information about economical child care and presents one clear and one general explanation of how the yellow pages can help the Johnsons choose economical child care. The explanation for the second way (i.e., address) would be considered "clear" if the student had discussed how the address information could help the Johnsons to find child care (e.g., they could narrow down choices to the facilities that are closest or have the most convenient locations).

## Annotated 2-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*

### Student Response

- (a) 1) Phone book  
2) Newspaper  
3) Ask people in their neighborhood.
- (b) By using a phone book the Johnsons could contact the child care facilities that are local and get information from each. They could find out where its located and see if it is an appropriate location for a childcare. They could also contact the owner and decide if it is the kind of person the Johnsons want watching their kid.

Student lists two media/technology sources of information about economical child care. "People in their neighborhood" is incorrect.

Student generally explains two ways that the phone book could help the family make a decision about economical child care (i.e., find out where each is located, contact the provider to find out if the services offered are acceptable).

Overall, the student demonstrates a basic understanding of the ways that media and technology can be used to gather information on available family care options. The student lists two media/technology sources of information about economical child care. Both explanations of how the phone book could help the Johnsons choose economical child care lack the specificity required to be considered "clear." For instance, "appropriate location" and "the kind of person they want watching their kid" are both vague.

## Annotated 1-Point Student Response

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### Student Response

- can get on the internet
- can look inside their community's newspaper
- and they can just ask around with like their neighbors and such

Student lists two media/technology sources of information about economical child care. The third source listed (i.e., “neighbors and such”), is incorrect.

Overall, the student demonstrates minimal understanding of the ways that media and technology can be used to gather information on available family care options. Two correct media/technology sources of information are presented, but the student does not explain ways that either source could help the Johnsons choose economical child care.



## Instructional Strategies

The open-response question *Sources of Information* was designed to assess students' ability to evaluate which media and technology sources of consumer information would be most useful when researching child care options. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Brainstorm possible media and technology sources of information about local child care (and/or other social or medical services). Predict the types of information that will be available in each.
- Divide the class into groups, with each group assigned to one source of information. Groups use the assigned source of information to gather as much information as they can about local child care. Then, the groups reconvene and compare the information they gathered. Did they uncover the same establishments and similar information about those establishments? Did one source of information yield more detailed or more useful information than the others? Would a particular combination of sources give a family all of the information they would need to make an informed decision about local child care? What additional information would be useful and where or how could the family get it?
- Research information about child care, health care, education, recreational activities, and other needs a family may have when they move to a new location. Use media and/or technology resources to discover and evaluate the information. Compile the information into a booklet or resource guide for the class.
- As a class, develop a checklist to rate information as good, poor, questionable, etc. Use the checklist to determine if information is useful and from a reliable source.

### *Carol's Promotion*

Phillip and Carol are heads of a dual-income family. They have three children who are 9, 12, and 16 years old. Carol has been offered a promotion if the family is willing to relocate.

- a. Describe **four** factors the family must consider in reaching a decision.
- b. Explain why **each** of the factors you described in **part a** is important.

**Academic Expectation:** 2.36 “Students use strategies for choosing and preparing for a career.”

**Core Content Code:** 4.1.2 “Work has social and economic impacts on the individual, family, and society.”

## *Carol's Promotion*

### **Scoring Guide**

SCORE	DESCRIPTION
4	Student describes four factors the family must consider in reaching a decision and clearly explains why each is important.
3	Student describes four factors the family must consider in reaching a decision and generally explains why three or four are important or clearly explains why two are important. <b>OR</b> Student describes three factors the family must consider in reaching a decision and clearly explains why each is important.
2	Student describes four factors the family must consider in reaching a decision with limited or no explanation of why they are important. <b>OR</b> Student describes three factors the family must consider in reaching a decision and generally explains why two or three are important. <b>OR</b> Student describes two factors the family must consider in reaching a decision and clearly explains why each is important.
1	Student demonstrates minimal understanding (e.g., student describes two factors the family must consider in reaching a decision with limited or no explanation of why they are important).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

<b>Examples of factors</b>	<b>Clear explanations</b>	<b>General explanations</b>
<ul style="list-style-type: none"> <li>• Friends, social life</li> <li>• Quality of school</li> <li>• Leaving relatives behind</li> <li>• New salary</li> <li>• Schooling, college for 16-year-old</li> <li>• Phillip's job</li> <li>• Carol's sense of loss or frustration if she doesn't take the promotion</li> <li>• Issues associated with their home: sell? rent? buy?</li> <li>• Type of community they must move to, issue of safety</li> <li>• Cost of living in new community</li> <li>• Requirements of new job (hours, travel)</li> </ul>	<ul style="list-style-type: none"> <li>• To change schools at this time could influence grades, motivation, even graduation.</li> <li>• Be sure the school will challenge the children, and that they will continue to progress at the same pace.</li> <li>• Family would lose close relationships; holidays would be more complicated or less meaningful; they may have to leave elderly parents behind.</li> <li>• Unless she will make much more, it might not be worth it; a larger salary could help them get out of debt.</li> <li>• They may need to live on one income, or Phillip may have to stay behind.</li> <li>• This may be an important step in Carol's career path, and every member of the family, including Carol, should be happy.</li> <li>• There may be moving expenses; they may have to spend time selling their house and buying another.</li> <li>• If they worry about safety, that will take extra time and energy and they probably won't be happy.</li> <li>• They have to be sure that they can afford to buy or rent a house in the new place, and that Carol will make enough to let them live comfortably in the new place.</li> <li>• If Carol's new job makes extra demands on her time, that will affect the whole family.</li> </ul>	<ul style="list-style-type: none"> <li>• It might be hard for kids to make new friends; they may not be accepted.</li> <li>• You wouldn't get to see some family members as often.</li> <li>• Will she be making more money?</li> <li>• Will the kids fall behind in school?</li> <li>• What if Phillip can't find work in the new place?</li> <li>• Carol may be angry if she hates her job.</li> <li>• Will there be houses to buy where they are moving?</li> <li>• Will there be gangs there? This is important for the safety of the children.</li> <li>• Can they afford it?</li> <li>• Kids would want/need her to be home with them at night.</li> </ul>

**Unacceptable factors:**

- How big is the promotion?
- Do they really want to move?
- Will they be happy if they move?
- What's best for the kids?

## Annotated 4-Point Student Response

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*In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.*

### Student Response

a) There are at least four reasons or factors the family must consider before reaching a decision pertaining to whether or not Carol should accept the promotion. The first factor, which should be considered, is the matter of if Phillip will be able to earn the same amount of money; or if Carol's rise in pay be greater than Phillip's decrease in pay due to beginning a new job. The second factor the family should consider is a matter of education for their children. The family should consider whether all of the children will be able to get an equal or better quality education at the new location. The family should also consider the ease of communication with their family. If the family relocates will they be able to see or talk to their relatives such as: grandparents, aunt's and uncle's, and cousin's, as often as they are able to do now. One other factor the family should consider is the new living establishments. If the family relocates is their standard of living going to be equal, higher, or lower than where they live at this point in time?

Student describes four factors the family must consider in reaching a decision (i.e., overall income, quality of education, distance from relatives, safety and standard of living).

*Continued on the next page. ➞*

## Annotated 4-Point Student Response (continued)

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

### Student Response

b) The first factor is important because if Phillip's decrease in salary, due to begining a new job, is greater than the increase of salary Carol gets, as a result of the promotion, the family will actually lose income. Even if Carol does get a promotion, if the overall income is actually lower it is not wise nor beneficial to accept the promotion.

The second factor is important because if the children do not get an equal or higher quality education in the new location, they will not have the same opportunity to succede in life and get quality jobs in the future. If this is true, the promotion and relocation is not worth the lack of education the children will receive.

The third factor is also important. If the imediate family will not be able to see or communicate with their other family members, problems such as fights or other tensions, may occur.

The last factor is important because the living establishments, and neighborhood, may not be as safe or in as good of condition as the one in which they are currently residing. If this is true, the promotion, relocation, and economic gain is not worth the decrease in their standard of living.

Student clearly explains why the first factor is important (i.e., her promotion could mean a net drop in income if Phillip can't work or makes a lot less in a new job).

Student clearly explains why the second factor is important (i.e., the long-term future opportunities of the children depend on the quality of education they receive).

Student clearly explains why the third factor is important (i.e., relocating may cause tension in the extended family).

Student clearly explains why the fourth factor is important (i.e., relocating may cause tension in the extended family).

Overall, the student demonstrates a broad understanding of concepts related to the social and economic impact of work on the family. The student describes four factors that the family must consider before accepting a promotion that requires relocating and clearly explains the importance of each. The explanations are consistently clear and focused.

## Annotated 3-Point Student Response

*An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.*

### Student Response

Phillip, Carol, & their 3 children need to move in order to get a promotion. They're going to need to consider four important factors before hand. The cost of moving is important to know because they might not be able to afford it. The cost of merchandice in the new location needs to be checked into. They wouldn't want to move somewhere & not be able to afford things there. A safe neighborhood is also important. They wouldn't their house robbed or damaged. And lastly, the fourth important factor of relocating is a safe school. They wouldn't want their 3 children going to a school that's not safe.

Student describes the first factor the family must consider in reaching a decision (i.e., cost of moving) and generally explains why it is important.

Student describes the second factor the family must consider (i.e., cost of living/merchandise in new community) and generally explains why it is important.

Student describes the third factor the family must consider (i.e., safe neighborhood) and generally explains why it is important.

Student describes the fourth factor the family must consider (i.e., safe school) and generally explains why it is important.

Overall, the student demonstrates a general understanding of concepts related to the social and economic impact of work on the family. The student describes four appropriate factors that the family must consider in order to make a decision to relocate for a promotion and generally explains why each is important. Although the first explanation barely elaborates on the factor given (i.e., they might not be able to afford it), it is not a limited explanation (e.g., What if it's expensive?). None of the remaining explanations go beyond the issue of what the family wants. Clear explanations include specific reasons a family might want or not want to move based on the conditions described.

## Annotated 2-Point Student Response

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### Student Response

(a) It's hard for a family to relocate, especially if they've lived there a long time. 1) The children has problems dealing with the situation, because they'll be leaving all their friends and those of which they love very much. 2) Carol should look at the benefits that the other job offers to her. If the benefits are not as good as the job she's got now, her decision will or should be easier. 3) Carol should also look at the community at which she would be living in. Would it be suitable to raise three children? 4) She should consider the company and co-workers she'll be working with.

(b) The factors above are important, because they affect the family as well as Carol. You see Carol's not the only one, who has to give up something. The family has to give up things they love as well.

Student describes two factors the family must consider in reaching a decision (i.e., leaving friends behind, benefits of new job) and provides a limited explanation why benefits should be considered.

Student describes two more factors the family must consider (i.e., the new community, new company/co-workers).

Student does not explain the factors individually as required by the question. Rather, an overall explanation is given for all the factors, but the explanation (i.e., all family members will be affected) is limited.

Overall, the student demonstrates a basic understanding of concepts related to the social and economic impact of work on the family. The student describes four factors that the family must consider and attempts an explanation. The student offers only limited explanations of why the factors are important. For instance, the explanation for the factor relating to benefits states only, "If the benefits are not as good as the job she's got now, her decision will... be easier." For a general explanation, the student would need to state how or why the decision will be easier (e.g., if her current job offers better benefits, that is a reason to not take the promotion) while a clear explanation would discuss the particular benefits and the implications for the old job having better benefits (i.e., health insurance is very expensive and if Carol will have to pay for that herself, her new salary will have to be even higher to make up for the loss).



## Annotated 1-Point Student Response

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### Student Response

1) Where do their kids want to be?  
2) Do they really want to relocate?  
3) Their kids will have to switch schools. 4) They will have to find another place to live. The reason that all these is important is because if they don't know all this their kids will be mad, they might not like their place. It might be a lot of trouble switching the kids schools and they might not be able to find a new place to live.

Student attempts to give two factors the family must consider in reaching a decision (i.e., where do the kids want to be, do they really want to relocate), but both are too superficial to provide evidence of content knowledge and therefore do not contribute toward the student's score.

Student describes two additional factors the family must consider (i.e., switching schools and finding another place to live).

Student's explanation for switching schools (i.e., it might be a lot of trouble) is limited.

Student's explanation for finding another place to live (i.e., they might not be able to find a new place) is general.

Overall, the student demonstrates minimal understanding of concepts related to the social and economic impact of work on the family. The student's first two factors focus on what the family "wants," evading the issue of what influences those feelings, which is the essence of the question (i.e., what factors will make the family want to move?). The student identifies two acceptable factors that the family must consider, generally explains one, and provides a limited explanation for the other.

## Instructional Strategies

The open-response question *Carol's Promotion* was designed to assess students' understanding of the impact of work on the individual, family, and society. The instructional strategies below present ideas for helping students explore and master these concepts.

Invite parents or other members of the community to visit the class to talk about how different jobs they have held impacted them or their family. Have them discuss which impacts had been predicted and which had not, and whether there are any lessons to be learned for students as they choose and prepare for a career.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Brainstorm characteristics of jobs and careers that could impact family life (e.g., hours, salary, travel requirements, deadlines, benefits, dress code, the type of business conducted).
- Brainstorm characteristics of jobs and careers that impact the individual worker (e.g., opportunities for advancement, requirements for regular re-certification or other professional development, salary, travel requirements, stress level/deadlines, benefits, dress code).
- Brainstorm characteristics of work that have economic impacts on the local community (e.g., diverse versus single or similar sources of revenue, large versus small businesses, businesses that employ few versus many people, franchises and chains versus locally-owned businesses).
- Brainstorm characteristics of work that could have social impacts on the local community (e.g., employees commuting in/out, employees relocating to the community, employment opportunities for high school students).
- Brainstorm characteristics of work that have impacts on the state or national economy (e.g., outsourcing jobs abroad, high and low unemployment rates).
- Brainstorm characteristics of work that have social impacts on the state or the nation (e.g., unemployment).

- Determine the job characteristics that are most and least important to them and compose an essay (or other written account) that articulates how those preferences will affect or have affected their career choices and career paths.
- Role-play a family discussion about moving. Have each student prepare for their part by listing reasons why the move might be good or bad for them personally, professionally, educationally, and/or socially.

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